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Tomorrows workforce: factors influencing nursing students' development of nursing assessment & clinical skills

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Tomorrows workforce: factors influencing nursing students' development of nursing assessment & clinical skills

Abstract

Research Design - The aim of this research was to: •Describe student nurses experiences undertaking nursing assessments on clients in clinical practice. •Identify factors influencing the students' ability to perform assessments. •Determine the types of nursing assessments undertaken by students and the frequency of these. •Identify student involvement in completing assessment documentation on nursing assessments.

Keywords

assessment, tomorrows, clinical, workforce, skills, factors, influencing, nursing, students, development

Disciplines

Arts and Humanities | Life Sciences | Medicine and Health Sciences | Social and Behavioral Sciences

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Tomorrows workforce: Factors influencing nursing students development of nursing assessment & clinical skills

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Structure

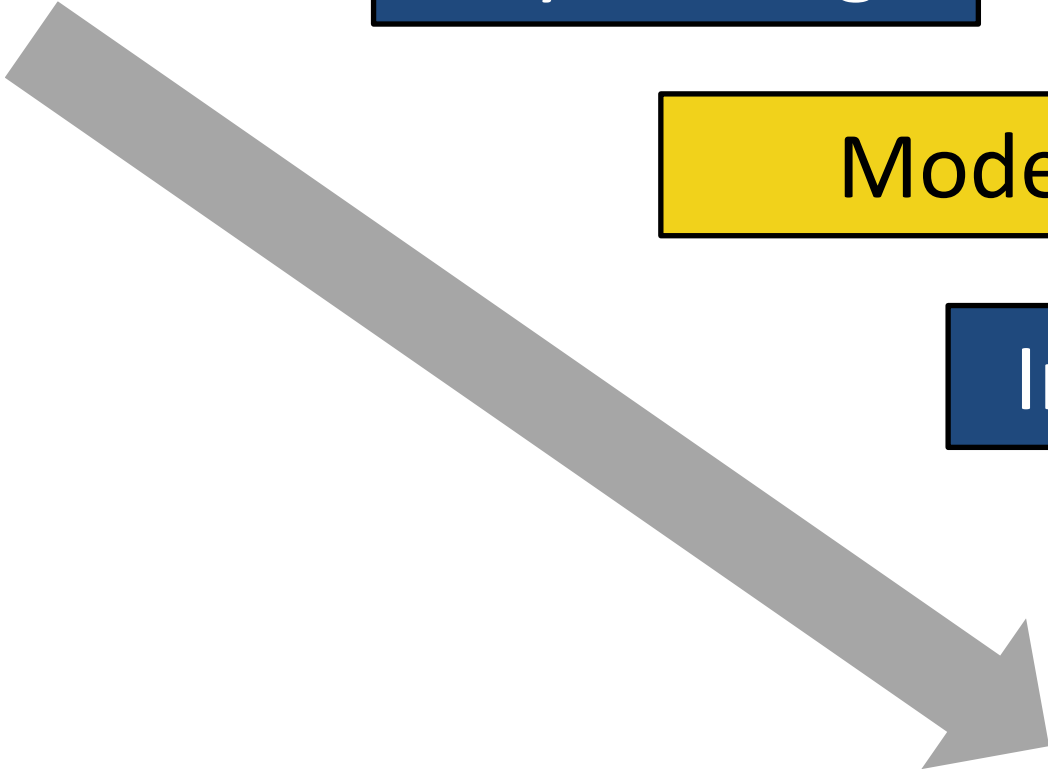
Research Design

Key Findings

Model

Implications

References



Research Design

The aim of this research was to:

- Describe student nurses experiences undertaking nursing assessments on clients in clinical practice.
- Identify factors influencing the students' ability to perform assessments.
- Determine the types of nursing assessments undertaken by students and the frequency of these.
- Identify student involvement in completing assessment documentation on nursing assessments.

Research Design

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Research Design

- A qualitative approach.
- Focus group and individual semi structured interviews.
- Sample - Graduating class of third years at the University of Wollongong.
- Data Analysis:-
 - Thematic analysis
 - Basic statistics (Demographics)

Research Design

Key Findings

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Key Findings

- Explanatory Model
 - Learning
 - Clinical practice
 - Opportunities
 - Self
 - Confidence and Competence

Research Design

Key Findings

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Implications

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Developing Nursing Assessment (DNA) Model



Confidence and Competence

Research Design

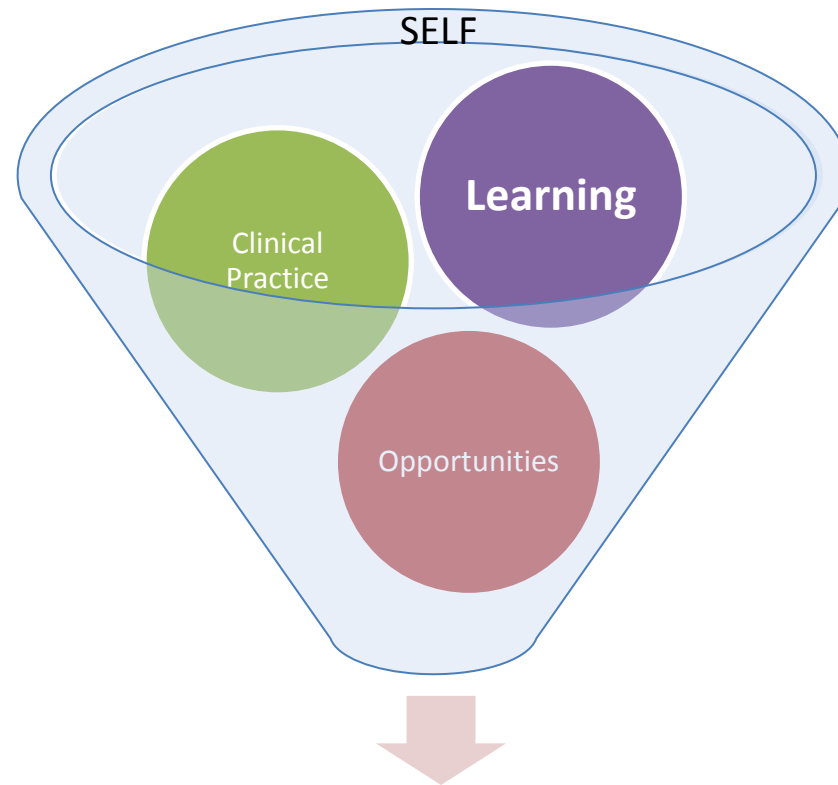
Key Findings

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DNA Model



Confidence and Competence

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Learning

“Learning something and not following through in practice. Taught a new skill then practicing the new skill learnt”. (FG1 11:50)

“Simulation centre is helpful but does not build confidence & you need to repeat the skill and assessment to gain mastery” (II1 24:30)

DNA Model



Confidence and Competence

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Clinical Practice

“ED exposes you to all types of assessment & the staff allowed for the SN to take charge and the RN would prompt”. (FG1 14:00)

“University does not teach you everything. University exposes you to many nursing assessments” (II1 26:55)

Research Design

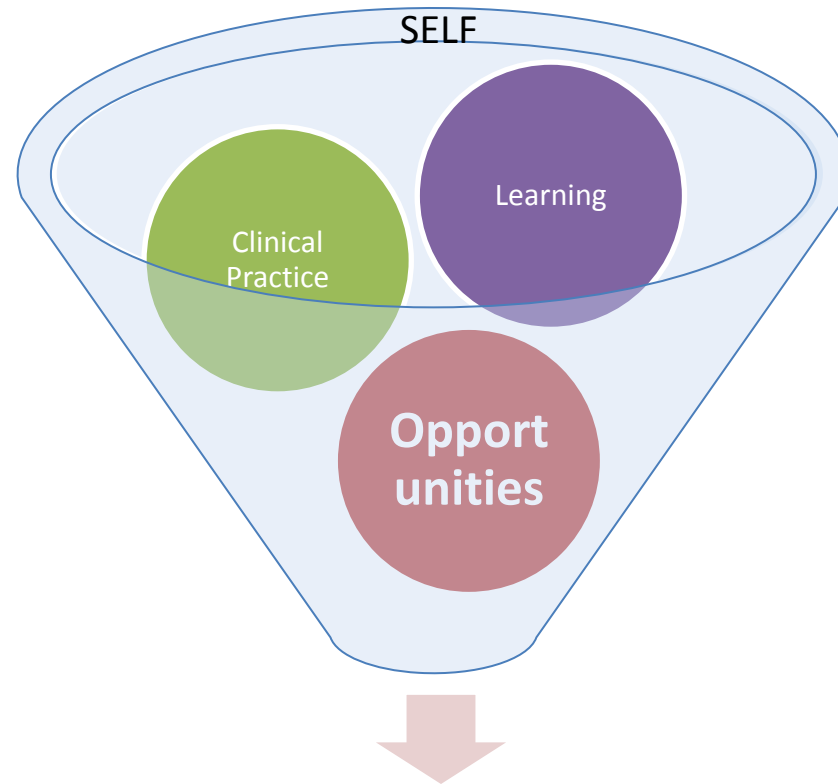
Key Findings

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DNA Model



Confidence and Competence

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Model

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Opportunities

“Not the ability to undertake the complex assessment learnt, on a critical or unwell patient” (FG1 10:30)

“Younger RN, where a positive influence, show assessment, stand back and watched the SN perform the assessment”. (I14 2:09)

Research Design

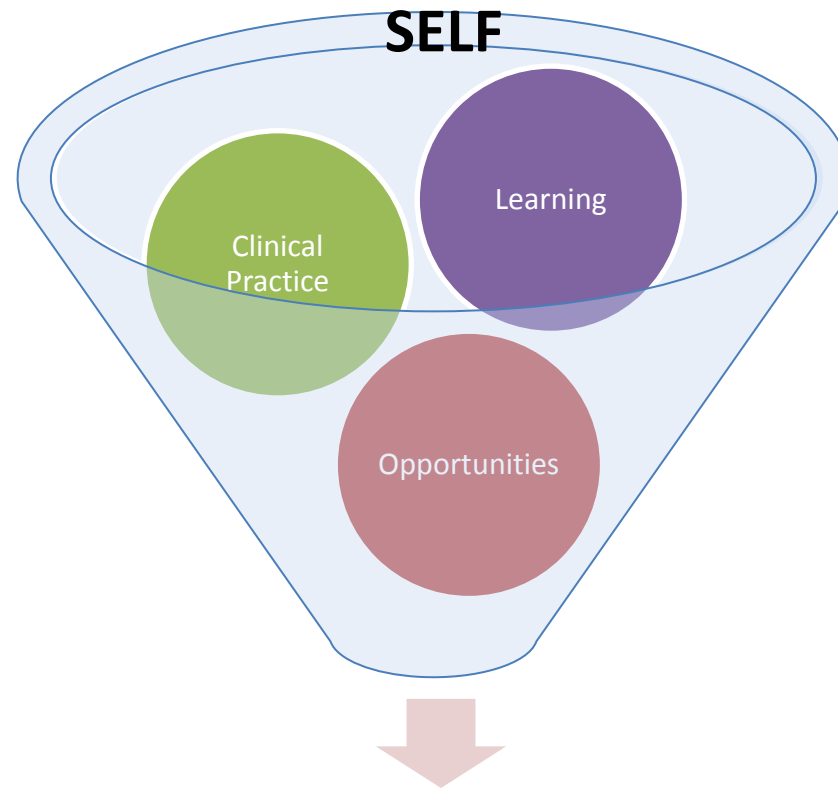
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DNA Model



Confidence and Competence

Research Design	Key Findings	Model	Implications	References
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Self

“Trying to get the most out of your university and clinical experience” (FG1 9:20)

“Feedback from other RN’s and staff has helped build both my confidence and competence”.
(II7 19:35)

Research Design

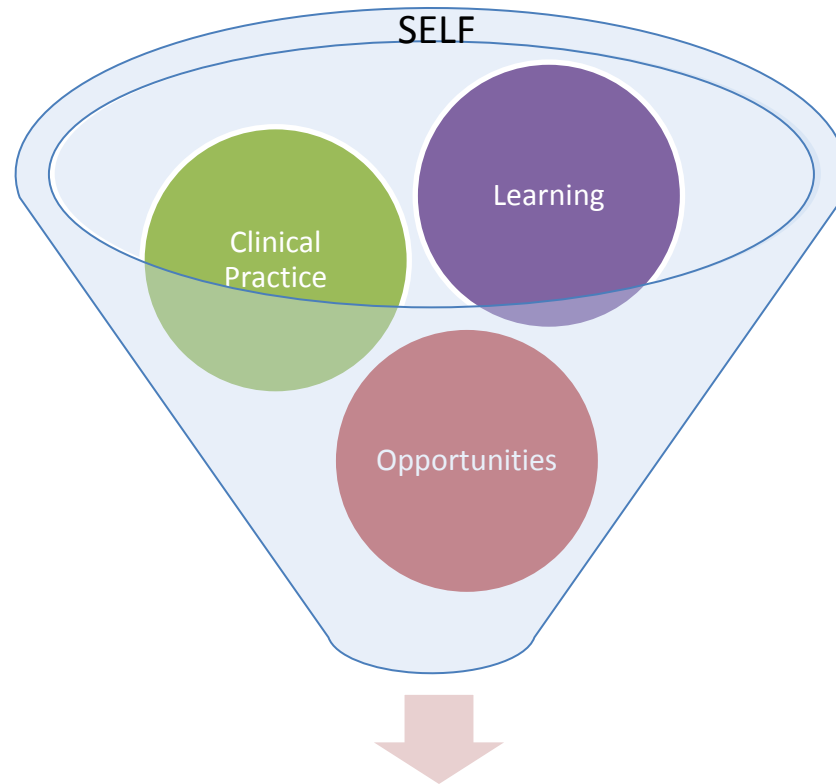
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Confidence and Competence

“Staff are encouraging for the student nurse to continue to practice”. (II1 4:27)

“Confidence within those skills only happen whilst on clinical practicum”. (II3 6:17)

“The amount of practical experience has grown confidence, however there is room to grow and develop”. (II3 8:13)

Research Design

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Implications

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Implications & Where to Next

- Curriculum development
- Determining the design in the curriculum to cover all clinical areas
- Preparation of students for clinical practice
- Further research

Research Design

Key Findings

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Implications

References

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Research Design

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QUESTIONS



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